Background
- With the U.S. and other countries becoming more racially and ethnically diverse and more empathetic toward cultural minorities (Bai et al., 2020), the multiracial or multiethnic population has increasingly been gaining attention as it continues to grow (Aspinall, 2018).
- For instance, the U.S. multiracial population has increased from nine million people in 2010 to 33.8 million people in 2020 (Jones et al., 2021). In other words, it is the fastest growing demographic proportionally.
- However, monoracial people and society demand an oversimplification of mixed identities. This partial erasure is harmful for multiracial and multiethnic student’s self-esteem and detracts from forming a healthy ethnic identity (Beckett & Taylor, 2019; Wardle, 2000).

Research Questions
Main Question: What perspectives and insights can I learn about multiracial or multiethnic identity by researching the lives of three multiracial U.S. artists from across U.S. history?
Sub Question: How can these perspectives and insights impact art education regarding how students are taught about multiracial identities and artists?

Methods and Materials
- Historical research methods (Schrag, 2021) were used to study three multiracial American artists from across U.S. history. Afterward, short biographies were written.
- Next, thematic analysis (Braun & Clarke, 2006) was used to code and create overarching themes, or insights, from the biographies. A report was written to explain the themes/insights. Lastly, a website was made with Google sites that houses the biographies, insights, and project references.

Conclusion
- By researching three multiracial American artists from across U.S. history, a clear timeline of multiracial and multiethnic experiences was established.
- By analyzing the biographies, I found that multiracial and multiethnic experiences have changed throughout time due to shifts and advances in culture, technology, travel, and awareness.
- While the multiracial and multiethnic identity cannot be generalized into one experience, similar to other racial or identity groups, there are several common hardships and assets that they face. While these assets and the individual personalities of multiracial and multiethnic people can deter these hardships, the hardships can make the formation of a healthy ethnic identity difficult to achieve.
- Art teachers, and teachers in general, should be informed about multiracial and multiethnic experiences so that they might have the ability to tailor their individual classrooms to be safe and affirming places for their specific multiracial and multiethnic students.

Selected Artists
- George J. Herriman
  Newspaper Comic Artist
  Creole
  1880 - 1944
- Isamu Noguchi
  Sculptor
  Japanese & Irish
  1904 - 1988
- Wendy Red Star
  Mixed Media Artist
  Crow & Irish
  b. 1981

Acknowledgements
Thank you Drs. Adejumo, Stienecker, Bain, and Heise for providing guidance and support. Thank you to the department for professional development funds and resources. Lastly, thank you to my dear husband for believing in me.

References